

## THE EFFECT OF CROSS CULTURAL UNDERSTANDING (CCU) SUBJECT TOWARD THE STUDENTS' MINDSET

### A Study on the Sixth Semester Students of English Study Program of FKIP UNTAN Pontianak in Academic Year 2008/2009

FKIP UNTAN PONTIANAK  
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**Abstract:** The main purpose of this research is to investigate how far is the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset. This research also focus on the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset on the concept of family, education, friendship, time and space. This research is descriptive method. The sample of this research is class A of the sixth semester students of English Study Program of FKIP UNTAN Pontianak in academic year 2008/2009 which consist of 24 students, and the sample is taken by random sampling. The data in this research have been collected by indirect technique through questionnaire. From the result of data analysis, the mean score of the effect of Cross Cultural Understanding (CCU) subject is **116.75** which qualified *high* effect, it means Cross Cultural Understanding (CCU) subject has *high* effect toward the students' mindset. In the concept of family, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 2 students, *high* effect toward the mindset of 7 students, *moderate* effect toward the mindset of 10 students, and *low* effect toward the mindset of 5 students. In the concept of education, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 12 students, *high* effect toward the mindset of 11 students, and *moderate* effect toward the mindset of 1 students. In the concept of friendship, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 2 students, *high* effect toward the mindset of 16 students, and *moderate* effect toward the mindset of 6 students. In the concept of time, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 18 students, and *high* effect toward the mindset of 6 students. In the concept of space, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 5 students, *high* effect toward the mindset of 16 students, and

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*moderate* effect toward the mindset of 3 students. Based on the analysis, there is a positive effect, which is generally qualified in the level of *high* effect of Cross Cultural Understanding (CCU) subject toward the students' mindset.

## Research Background

Culture has an important role in many aspects of life. It is a kind of identity of a person, a community or a nation. According to Soelaeman (2000:21), culture is creating, controlling, and preparing values of humanity. Culture also can be defined as all ways of life including arts, beliefs, values, attitude and institutions of a population that are passed down from generation to generation.

In this globalization era, people do not only need to learn more about their own culture but also need to learn more about other cultures to have a knowledge and good perspective. When people have a knowledge of other cultures, they can see the world and many issues by different view. It increases respect and tolerance and automatically will decrease prejudices and cultural conflict because of ethnocentrism. Therefore, culture is interesting to be learned because the development of culture is part of the development of society.

Some anthropologists suggest that there is no universal "right way" of being human. "Right way" is almost always "our way"; that "our way" in one society almost never corresponds to "our way" in any other society. Proper attitude of an informed human being could only be that tolerance. Therefore, cultural understanding is very important to have respect to other culture and society.

Language is one of many elements of culture. It is a symbol of culture that differentiates one culture from others. According to Lessard-Clouston (1997:5), language teaching is indeed culture teaching and both are interrelated. Culture and communication are inseparable because culture do not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication (Samovar, Porter, & Jain, 1981, p. 24 as cited in Lessard-Clouston 1997:4).

Therefore, a foreign language students should have knowledge in many aspects of culture not only in language pattern. Students should be warned of the exciting differences between the cultures of different nations. They must

realize that things familiar to one nation may be unheard of among people of other countries (Susilawati, 2000:8).

Cultural awareness can be formed in a society by learning formally at school or other educational institutions. In Indonesia, there are many schools, universities and educational institutions that concern to cultural development and make it into important subject to be learned by the students, because Indonesia is multicultural country which has set of problems on it. Therefore, it is important for Indonesian people to build cultural understanding in order to have harmony in the society.

To cope with the need of cultural understanding, students in English Study Program at Teacher Training and Education Faculty of Tanjungpura University also study about this in Cross Cultural Understanding subject (CCU). It has 2 (two) credits and it is studied by the students at fifth semester. Since they are going to be English teachers, they are prepared to have more cross cultural understanding to help the teaching learning process.

This subject is concerning to American and British culture to support students cultural understanding. It will help the students to be able to use English appropriately, because it is not enough for them to master the basic four language skills (listening, speaking, reading and writing) only without having more knowledge about the culture in which that language operates. A person cannot learn a language well without learning about the culture itself. It will help a person who learns a foreign language (such as English) to understand more in using it (Kaunang,1988:1). It is also for minimizing some mistakes because of missinterpretation.

Cross Cultural Understanding (CCU) subject gives some informations to the students about American and British culture. It explains five concepts of life, they are: the concept of family, education, friendship, time, and space. These concepts represent their culture that is very interesting to be learned. Through this subject, the students are expected to build the spirit of international understanding, to enrich their perception to the world and to have better mindset.

Mindset is a habitual or characteristic mental attitude that determines how a person will interpret and respond to a situation. The researcher believes that culture plays important role to the mindset of a person—in this case is the students. It is very difficult to convince someone with a particular mindset that the world could possibly work well in a way different from his expectation, because the mindset of a person has been formed by his culture since early age. It is common for a person to consider that his values, attitude, norms and paradigm are the best from others. Therefore, if there is no cultural

understanding, it will be difficult for a person in receiving new positive things from another culture.

Based on that, The researcher is encouraged to know about the students' mindset especially after getting knowledge and some informations about another culture—American culture—from Cross Cultural Understanding (CCU) subject. The researcher assumes that there is the effect of Cross Cultral Understanding (CCU) subject toward their mindset, because they learn new values of life that may be different from their cultures, beliefs, norms and principles. However, how far does it affect them? This problem is going to be analyzed by the researcher in this research.

Furthermore, the researcher expects this research can give a contribution to Cross Cultural Understanding (CCU) subject, and also for the students of English Study Program of FKIP UNTAN in order to have more cross cultural understanding and good mindset to make a better life, especially for the development of individual personality which will affect the quality of life.

### Research Methodology

Referring to the purposes of this research, which is to investigate the formulated problems that are trying to be answered, the descriptive method is used by the writer to present detail explanations on the findings of those problems. According to Isaac and Michael (1971:18), descriptive method is used in the literal sense of describing situations or events. The purpose of descriptive method is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately.

In this research, the researcher uses the questionnaire that consist of 30 items based on five concepts of life in Cross Cultural Understanding Subject (CCU) subject. It can be seen on the table 2 below:

**Table 1**

**TABLE OF SPECIFICATION OF QUESTIONNAIRE ITEM**

Type of Statement	Item number	Total
1. The concept of family	1, 2, 3, 4 ,5, 6	6
2. The concept of education	7, 8, 9, 10, 11, 12	6
3. The concept of friendship	13, 14, 15, 16, 17, 18	6
4. The concept of time	19, 20, 21, 22, 23, 24	6
5. The concept of space	25, 26, 27, 28, 29, 30	6
Total		30

Each item goes along with 5 response categories on agreement-disagreement continuum, they are; Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. The score of the responses ranges from 1 to 5. The high score indicates the high effect of Cross Cultural Understanding (CCU)

subject toward the students' mindset, while the low score indicates the low effect of it toward the students' mindset.

**Table 2**  
**SCORING ITEMS**

Response	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

(A Likert scale as cited in Cohen et al., 2000:253)

### Research Findings

The researcher starts this analysis from the individual score of the students. As stated in chapter III, it is important to know the level of effect of Cross Cultural Understanding (CCU) subject toward each student's mindset before comes to the next level which is the level of effect toward the whole students or in other words, the mean score of the students as the sample of research. This following table consists of the individual score of the student and it represents how far is the effect of Cross Cultural Understanding (CCU) subject toward the student's mindset.

**Table 3**  
**The Level of Effect for each Student**

No	Total score	Mean score	Number of the students	Level of effect
1	137	4.7	1	Very high
2	134	4.47	1	Very High
3	133	4.43	1	Very High
4	132	4.4	1	Very High
5	127	4.23	1	Very High
6	124	4.13	1	High
7	120	4	1	High
8	119	3.97	1	High
9	116	3.87	2	High
10	114	3.8	3	High
11	113	3.77	1	High
12	112	3.73	3	High
13	111	3.7	1	High
14	110	3.67	2	High
15	108	3.6	1	High

16	106	3.53	1	High
17	104	3.47	2	High

From the table 7 above, the researcher tries to explain that there are 4 students which are categorized in *very high* level and 20 students are categorized in *high* level, and none of the students are categorized in *moderate*, *low* and *very low* level of the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset.

To find out the mean score of the students and the level of effect of Cross Cultural Understanding (CCU) subject toward the students' mindset, the researcher uses this formula:

$$M = \frac{\sum x}{N}$$

(Cited in Subana, et al., 2000:63)

#### **Annotation:**

M = Mean score

$\sum x$  = The total score of the students

N = The total number of the students

The researcher makes the table of specification to find out the mean score of the students. It can be seen in table 8 below:

Table 4

#### **The Mean Score of the Students**

Score	Number of Students	Total
137	1	137
134	1	134
133	1	133
132	1	132
127	1	127
124	1	124
120	1	120
119	1	119
116	2	232
114	3	342
113	1	113
112	3	336
111	1	111
110	2	220
108	1	108
106	1	106

104	2	208
Total	24	2802

The mean score of the students is  $\frac{2802}{24} = \mathbf{116.75}$

It means that the Cross Cultural Understanding (CCU) subject has *high* effect toward the students' mindset.

To analyze the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset in five concepts of life, the researcher divides the students' choices into five categories, they are the concept of family, education, friendship, time, and space. It is based the sub-topics in Cross Cultural Understanding (CCU) subject which explain about the culture in those aspects.

**a. The Effect of Cross Cultural Understanding (CCU) Subject Toward the Students' Mindset on the Concept of Family**

**Table 5**  
**The Concept of Family**

No	Score	Mean score	Number of the students	Level of effect
1	28	4.7	1	Very high
2	27	4.5	1	Very high
3	25	4.2	1	High
4	23	3.83	2	High
5	22	3.7	2	High
6	21	3.5	2	High
7	19	3.2	6	Moderate
8	18	3	2	Moderate
9	16	2.7	2	Moderate
10	15	2.5	1	Low
11	14	2.33	1	Low
12	13	2.2	2	Low
13	12	2	1	Low

From the table above, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 2 students, *high* effect toward the mindset of 7 students, *moderate* effect toward the mindset of 10 students, and *low* effect toward the mindset of 5 students on the concept of family.

**b. The Effect of Cross Cultural Understanding (CCU) Subject Toward the Students' Mindset on the Concept of Education**

**Table 6****The Concept of Education**

No	Total score	Mean score	Number of the students	Level of effect
1	30	5	5	Very high
2	29	4.83	3	Very high
3	27	4.5	1	Very high
4	26	4.33	3	Very high
5	25	4.2	3	High
6	24	4	2	High
7	22	3.7	4	High
8	21	3.5	2	High
9	19	3.2	1	Moderate

From the table 10, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 12 students, *high* effect toward the mindset of 11 students, and *moderate* effect toward the mindset of 1 student, on the concept of education. The data shows that none of the students is qualified low effect toward their mindset on the concept of education and only 2 students are qualified moderate. In other words, most of the students' mindset are affected by Cross Cultural Understanding (CCU) subject on the concept of education.

**c. The Effect of Cross Cultural Understanding (CCU) Subject Toward the Students' Mindset on the Concept of Friendship**



**Table 7**  
**The Concept of Friendship**

No	Total score	Mean score	Number of the students	Level of effect
1	27	4.5	1	Very high
2	26	4.33	1	Very high
3	25	4.2	3	High
4	24	4	2	High
5	23	3.83	5	High
6	22	3.7	1	High
7	21	3.5	5	High
8	20	3.33	1	Moderate
9	19	3.2	2	Moderate
10	18	3	3	Moderate

From the table 11, 2 students which is qualified in *very high* level of effect, 16 students are qualified in *high* level of effect, and 6 students are qualified in *moderate* level of effect. In this concept of life, the students are affected enough by Cross Cultural Understanding (CCU) toward their mindset. None of the students is qualified in *low* level.

**d. The Effect of Cross Cultural Understanding (CCU) Subject Toward the Students' Mindset on the Concept of Time**

**Table 8**  
**The Concept of Time**

No	Total score	Mean score	Number of the students	Level of effect
1	30	5	4	Very high
2	29	4.83	5	Very high
3	28	4.7	3	Very high
4	27	4.5	2	Very high
5	26	4.33	4	Very high
6	25	4.2	3	High
7	24	4	2	High
8	21	3.5	1	High

From the table above, Cross Cultural Understanding (CCU) subject plays important role in affecting the students' mindset on the concept of time. There are 18 students in the level of *very high* effect, and 6 students in the level of *high* effect. None of them is qualified in moderate and low level.

**e. The Effect of Cross Cultural Understanding (CCU) Subject Toward the Students' Mindset on the Concept of Space**

**Table 9**  
**The Concept of Space**

No	Total score	Mean score	Number of the students	Level of effect
1	28	4.7	1	Very high
2	27	4.5	1	Very high
3	26	4.33	3	Very high
4	25	4.2	3	High
5	24	4	1	High
6	23	3.83	2	High
7	22	3.7	6	High
8	21	3.5	4	High
9	20	3.33	2	Moderate
10	18	3	1	Moderate

From the table above, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 5 students, *high* effect toward the mindset of 16 students, and *moderate* effect toward the mindset of 3 students on the concept of space, and none of them is qualified in low level.

### **Discussion**

From the result of data analysis, it is known that the mean score of the students is **116.75**, it means that Cross Cultural Understanding (CCU) subject has *high* effect toward the students' mindset. For more detail, there are 4 students who are categorized in *very high* level and 20 students who are categorized in *high* level and none of the students are categorized in *moderate*, *low* and *very low* level of the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset. *High* effect of Cross Cultural Understanding (CCU) subject toward the students' mindset makes the students aware about culture and the concepts of life. Their mindset will automatically guide their attitude and influence their quality of life, whether in education, work, relationship, achievement or self confidence.

In this research, the researcher finds that the students are able to develop their mindset by learning another culture—American culture—in Cross Cultural Understanding (CCU) subject. They see the world and its

complexities by new point of view. It can be seen from their opinion when they respond some cultural phenomenons.

This analysis also shows that there is a significance effect of Cross Cultural Understanding (CCU) subject toward the students' mindset in five concepts of life which are the concept of family, education, friendship, time, space.

### 1. The Concept of Family

Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 2 students, *high* effect toward the mindset of 7 students, *moderate* effect toward the mindset of 10 students, and *low* effect toward the mindset of 5 students on the concept of family. To discuss the mindset of the students on the concept of family, the researcher tries to explain the students' responses of the statements no 1 – 6.

Statement no 1: *"Parents put newborn baby in a seperate room that belongs only to the child which is seen as a first step to a personal privacy and independence"*.

The students have various responses to this statement, there are 4 students strongly disagree, 9 students disagree, 6 students neutral, 3 students agree and strongly agree with the statement no 1. For the students who disagree or strongly diasgree, the researcher assumes that they still affected by Indonesian culture, because it is unfamiliar for Indonesian people. Most of Indonesians think that it is unnecessary to put newborn baby in a seperate room only to teach the child about independence or privacy. They also think that a newborn baby still fragile and need to treat carefully. For the students who have other opinions—especially for the students who agree with the statement—the researcher assumes that they already have a lot of informations or knowledge about how the American parents treat their baby so that they can accept it.

For the statements no 2-4, the data shows that most of the students are able to accept the American ways in the concept of family. The researcher finds that only a few students who have negative responses such as neutral, disagree, or strongly disagree.

Statement no 2: *"Parents encourage their children to make major life decisions by themselves."*

There are 3 students disagree, 6 students neutral, 9 students agree and 6 students strongly agree and none of them strongly disagree with the statement no 2. Most of the students have positive responses to this statement. They

agree with the way of American Parents educate their children in democracy values which let them to make major life decisions by themselves. In Indonesia—especially for a conservative one—parents play important role in making a decision. Children still entrust their important life decisions to their parents because they believe that parents' choices usually right and this mindset has been formed by their parents since early age. This is one of the reasons of the students who choose to disagree with the statement no 2.

Statement no 3: *"Parents encourage their children to leave home in appropriate age (usually between 18 and 21) to begin an independently life."*

There are 7 students disagree, 3 students neutral, 9 students agree, 5 students strongly agree and none of them strongly disagree with the statement no 3. For Indonesian people, to leave home when they are 18 years old and begin an independently life is not very popular. In fact, most of Indonesians start their independently life when they get married, and there are still many couples stay in their parents' house. Most of the students agree with the statement no 3, it shows that they already open their mind and see the American cultural values which teach about independence in a family. They also realize that it is very important for the children to learn to struggle for the survival. For the students who disagree, strongly disagree or neutral, the researcher thinks that they do not ready yet for that way of life. Although they already know about the values, it is not that simple to change their mindset. It takes time to make them aware about this.

Statement no 4: *"The financial support of the family should be shared by husband and wife."*

There are 3 students neutral, 9 students agree, 10 students strongly agree and none of them strongly disagree or disagree with the statement no 4. It is not difficult for the students to accept this idea. Most of them agree with the statement no 4, it shows that they do not mind to work together and support the finance of the family one day. The researcher assumes that it is because of Indonesian people also familiar with working mother. Although American working mother works almost the same with their husband in quantity of time, and it is different with Indonesian working mother which only work for the second priority in a family after doing the first priority as a mother and a wife, the students still can accept this idea, at least they are able to accept the equality values from the statement no 4.

However, for the statement no 5: *"Husband and wife share all duties in the family, for example: husband share household duties such as cooking."*

The students have various responses to this statement. There are 2 students strongly disagree, 5 students disagree, 8 students neutral, 6 students agree and 3 students strongly agree with the statement no 5. The highest responses is neutral, and some of them choose to disagree or even strongly disagree. Only a few have good responses to the statement. It shows that their mindset about the role of husband and wife in a family cannot be changed easily. Most of Indonesians try to respect their husband by never let them do some household duties. Some of them—especially for the conservative one—think that kitchen is woman's territories so that a man is not appropriate do a woman's work such as cooking. It is very different with American culture that emphasize on equality between husband and wife. They also usually do manual works in a family without asking about gender.

Statement no 6: *"A divorce is one of the solutions if the couple is not happy in their marriage."*

There are 6 students strongly disagree, 6 students disagree, 5 students neutral, 7 students agree and none of them strongly agree to the statement no 6. From their responses, the researcher assumes that most of the students think that a divorce is not good solution even if it is one of the solutions in marriage. They still believe that a marriage is sacred as their cultural background as Indonesian affect their mindset about this. However, for the students who agree with this statement, they may think that a divorce will be the best solution if a marriage is unhappy, because many problems will also affect the psychological of husband, wife or even the children and make the situation to grow worse.

From those statements, it shows that the students' mindset are affected by Cross Cultural Understanding (CCU) subject. However, not all of the concept of American's family can be accepted by the students. For example is the statements no 1, no 5 and no 6. In this case, their culture background as Indonesian people strongly influence their mindset. The students more interested in independence, equality and democracy values in statement no 2, 3 and 4.

## **2. The Concept of Education**

Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 12 students, *high* effect toward the mindset of 11 students, and *moderate* effect toward the mindset of 1 student on the concept of education. To discuss more about how is the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset on the concept of

education, the researcher tries to explain the students' responses of the statement no 7- 12.

Statement no 7: *"Many teachers and lecturers believe that an informal and relaxed classroom environment is important and conducive for the teaching learning process."*

Almost all of the students having good responses to the statement no 5, there are only 2 students neutral, 10 students agree, 12 students strongly agree and none of them disagree or strongly disagree with this statement. Americans believe that an informal and relaxed classroom is effective in teaching learning process, and the students also believe the same thing. Therefore, it is not difficult for them to accept this idea, because they consider that some innovations are needed to increase the quality of education. The way of American teachers and lectures build an informal situation in teaching learning process make the students more enjoy their study. This idea is interesting for the students so that most of them have good responses to the statement no 7.

Statement no 8: *"Independent learning is emphasized for the students."*

The responses of the students also positive, there are only 3 students disagree, 6 students neutral, 9 students agree, 6 students strongly agree and none of them strongly disagree with this statement. In Indonesia, the independent learning usually starts in college, and it is very different with the United States. Americans are introduced with this concept of education since early age in kindergarten and continue to the higher steps of education. In Cross Cultural Understanding (CCU) subject, the students getting more informations about independent learning which very popular in the United States, and most of the students realize how important to be independent especially in education context. Therefore, they have good responses with the statement no 8.

Statement no 9: *"Cheating on tests and plagiarism are prohibited."*

There are 2 students strongly disagree, 2 students neutral, 8 students agree, 12 students strongly agree and none of them disagree with this statement. Most of them have the same opinion with Americans who emphasize on the 'honor system' in education. Actually, this 'honor system' is not only in America but also in all over the world including Indonesia. It is an universal value which everybody can accept it. However, Americans are more strict about this. The students may lose other's respect and fail in examination if they are dishonest. It should be a good example for Indonesian, and the students' responses about the statement no 9 reflect their mindset about this

idea. Most of them can accept this 'honor system', and the writer believe that it will help affect their attitude.

Statement no 10: *"The relationship among the students in the classroom can be cooperative and competitive."*

The students have very positive responses to this statement. There are 10 students agree and 14 students strongly agree, none of them disagree, strongly disagree or even neutral with the statement no 10. All of the students already have good mindset about the 'classroom atmosphere' which will affect their learning process.

Statement no 11: *"The schools tend to put more critical-thinking skills than they do acquiring quantities of facts."*

There are only 1 student neutral, 11 students agree, 12 students strongly agree and none of them disagree or strongly disagree with this statement. It reflects how the students appreciate new pattern of education which can be applied in Indonesian schools, universities and other educational institutions. Critical-thinking skill which makes Americans are more brilliant in almost all component parts of life, especially in education.

Statement no 12: *"Many adults combine working with taking classes at a college."*

There are only 2 students disagree, 3 students neutral, 10 students agree, 9 students strongly agree and none of them strongly disagree with this statement. In responding this statement, the students also have positive responses. Although only a few students in Indonesia having part time job besides their study, the students consider that this is one of the positive sides of Americans in learning and working, because both are important. For the students who disagree, the researcher assumes that they still believe that there will be a problem in combining working and taking classes, usually the students will not concern in learning. However, the value that can be taken from this statement is about hardwork. Americans tend to work hard and study hard for what they want to acheive. It motivates them to be more discipline in organize their time for learning and working.

In the concept of education, none of the students at *low* level. The students are more interested in some American values such as discipline, independence, hard work which is represented in the statements. The reseacher believes that their mindset automatically will be affected by Americans way in education. Since America having the excelent quality in education, the writer

believes that it is very positive if the students also have the same mindset with American to improve the education quality and their motivation in learning.

### 3. The Concept of Friendship

Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 2 students, *high* effect toward the mindset of 16 students, and *moderate* effect toward the mindset of 6 students on the concept of freindship.

In this concept, the students have various responses of the statements. Thus, they also have various level of effect toward their mindset, from *low* level until *very high* level. To discuss more about how is the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset on the concept of friendship, the researcher tries to explain the students' responses of the statement no 13 – 18.

Statement no 13:

*"It is common for people to have different circles of friends."*

There are 2 students disagree, 1 student neutral, 12 students agree, 9 students strongly agree and none of them strongly disagree with the statement no 13. The researcher thinks that the students understand more about Americans lifestyle in socializing so that they can accept that a lot of activities can make different circles of friends.

Statement no 14:

*"People develop friendship easily based on their common activities and mobility, consequently, they form and end friendship quickly."*

The students have various resonses, there are 1 student strongly disagree, 8 students disagree, 5 students neutral, 6 students agree and 4 students strongly agree with the statement no 14. In this case, the reseacher assumes that there are some differences between Americans and Indonesians. For Indonesians, friendship is deeper and more intense, however, for Americans, friendship depends on their mobilities and activities. The history of Americans as immigrants from Europe, Africa and Asia make them believe that economic changing is the responsibility of the individual so that this belief and value are very highly rewarded, and are certainly among the most important cultural values even today, the average American moves fourteen times in his or her lifetime. They work hard and move to another city or place only for better job and chances. It makes them form and end their friendship quickly based on their mobilities and activities, and some of the students cannot be accepted this way because of their cultural background as Indonesian people.

Statement no 15:



*"Friendliness (smile, or make a short conversation to a stranger) is not always as an indication of continued friendship."*

The students have various responses to this statement, there are 4 students disagree, 6 students neutral, 13 students agree, 1 student strongly agree and none of them strongly disagree with the statement no 15. However, most of them agree that friendliness is not always an indication of continued friendship. Although American and Indonesian have different way of life, they still have the same characteristic which is sociable. The researcher assumes that the students realize this value so that most of them have no objection to the statement no 15.

Statement no 16:

*"Men and women socialize freely."*

The students have various responses, there are 3 students strongly disagree, 3 students disagree, 4 students neutral, 8 students agree, and 6 students strongly agree. It shows that the students have different opinion about American's concept of friendship. Some of them believe that the concept of friendship in their culture—Indonesian culture—with certain norms still appropriate to them, but the others tend to adapt the American concept of friendship to their own way. For the students who agree or strongly agree with the way of American socializing, it can be a result of globalization which affect thier mindset about the 'rule' of people—men and women—interacted.

Statement no 17:

*"People introduce themselves to others in terms of what they do, not who they are."*

In this statement, there are 1 student disagree, 9 students neutral, 13 students agree, 1 student strongly agree and none of them strongly disagree with the statement no 17. Most of the students are intersted in this way of American socializing, although some of them choose to disagree or neutral with the statement. For the students who disagree with the statement no 17, the reseacher thinks that they feel comfortable when they introduce themselves to others in terms who they are as most of Indonesian people do when they meet a stanger or new friends. However, for the students who already know about the way of American people interacted, and then they understand about the values, they will agree or even strongly agree with the statement no 17. This idea reflects how American protect their privacy and more appreciate the things what they have done such as job or other achievments rather than to talk about their status, their family background, money or even religion.

Statement no 18:

*"Pluralism makes people socialize with others who have different culture, race and religion."*

The students have very positive responses to this statement, there are 1 student neutral, 6 students agree, 17 students strongly agree and none of them strongly disagree and disagree with the statement no 18. The researcher assumes that the students have no problem with the pluralism because in Indonesia, they live in a plural society with many ethnic groups, religions, traditions, and languages so that they can easily accept it.

In the concept of friendship, the students are more interested in some American values such as tolerance, privacy and friendliness which are represented in the statements.

#### 4. The Concept of Time

Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 18 students, and *high* effect toward the mindset of 6 students on the concept of time. To discuss more about how is the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset on the concept of time, the researcher tries to explain the students' responses of the statement no 19 – 24.

Statement no 19:

*"Time is money."*

There are 4 students neutral, 6 students agree, 14 students strongly agree and none of them disagree or strongly disagree with the statement no 19. The students' mindset on the concept of time are very positive. Most of them agree and even strongly agree with the expression *"Time is money"*, even though it is not part of Indonesian culture. The researcher believes that it can be a good beginning for them to appreciate time as well as Americans do. At least, they realize how important to use the time wisely. For the students who choose to neutral, the researcher assumes that they already appreciate this idea, however, they do not think it is very important to do because for Indonesians, time is not always about money, time also can be spent for the spiritual activities or others.

Statement no 20:

*"Scheduling of time or make an engagement before the meeting is very important."*

The students also have very good responses to this statement. There are 6 students agree and 18 students strongly agree to the statement no 20. All of them have the same opinion with this American way.

Statement no 21:

*"To let someone waiting about fifteen minutes may be considered rude."*

The students have different responses to this statement. There are 1 student strongly disagree, 2 students disagree, 2 students neutral, 12 students agree and 7 students strongly agree with the statement no 21. Eventhough the majority of the students agree with the statement, but some of them choose to neutral and even disagree or strongly disagree with this statement. The reseacher assumes that the students who disagree to the statement no 21 still strongly affected by Indonesian culture which late is not a big problem. On the other side, American are very appreciate about promptness.

Statement no 22:

*"It is important to concern on the future orientation rather than the past."*

The students show very positive responses to this statement, there are 6 students agree, 18 students strongly agree, and none of them strongly disagree, disagree or even neutral. The writer believes that the students already have good mindset about this universal value so that none of them can deny that concerning about the future orientation is more important rather than the past.

Statement no 23:

*"People view time as something that can be saved, spent, used wisely, or wasted."*

There are 1 student neutral, 11 students agree, 12 students strongly agree, and none of them strongly disagree and disagree with the statement no 23. From this statement, the reseacher considers that the students are interested with the way of most Americans in scheduling their time.

Statement no 24:

*"The idea of being on time is a fundamental concept shaping how people organize their activities."*

There are 1 student neutral, 7 students agree, 16 students strongly agree and none of them disagree or strongly disagree with the statement no 24. Most of the students have good responses to this idea, and the researcher believes that this fundamental concept of time of Americans will affects the students' mindset and attitude toward their concept of time in their life.

In the concept of time, the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset is very significance. The majority of the students tend to adapt the American's concept of time, they are more interested in some American values such as discipline and hard work which are represented in the statements. They realize that concept of time affect the productivity and quality of their life.

## 5. The Concept of Space

Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 5 students, *high* effect toward the mindset of 16 students, and *moderate* effect toward the mindset of 3 students on the concept of space. Most of the students agree with the concept of space of the Americans. To discuss more about how is the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset on the concept of time, the researcher tries to explain the students' responses of the statement no 25 – 30.

Statement no 25:

*"If the siblings share a bedroom, generally they have their own territories as an invisible line."*

The students have good responses to this statement. There are 3 students disagree, 3 students neutral, 15 students agree, 3 students strongly agree and none of them strongly disagree with the statement no 24. From those responses, the researcher finds that most of the students already aware about someone's privacy.

Statement no 26:

*"Family members usually sit at the same places at the table for breakfast, lunch or dinner."*

For this statement, the students have different responses. There are 2 students strongly disagree, 5 students disagree, 6 students neutral, 9 students agree and none of them strongly disagree with the statement no 25. The researcher thinks that the students who disagree or strongly disagree with the statement still unfamiliar with the way of Americans in this concept of space. In Indonesia, there is no 'rule' in a family to sit at the same table for dinner or breakfast, however in America, this territoriality is part of American way of life.

Statement no 27:

*"American children learn the rule "knock before you enter" which teaches them to respect other's privacy, and parents also follow this rule when entering their children's rooms."*

Almost all of the students agree or even strongly agree with the statement no 26. There are only 1 student strongly disagree, 9 students agree, 14 students strongly and none of them disagree and neutral with this statement. It shows that the students' mindset about privacy and politeness is very positive and they are able to take the American cultural values wisely.

Statement no 28:

*"American houses are commonly designed with western style which rooms are named for their function (for example: living room, bedroom, dining room etc)."*

For this statement, the researcher finds that almost all of the students are able to accept a design of American houses. There are 3 students neutral, 13 students agree, 8 students strongly agree and none of them disagree or strongly disagree with the statement no 28. The researcher assumes that is because of most of Indonesian people also already have this design for their house, especially for high and middle class people and for urban areas. It is different with Japanese which usually design their house with sliding walls that can change a large room into two small rooms so that a living room can be also a bedroom.

Statement no 29:

*"The architecture design influences how privacy is achieved as well as how social contact is made in public places."*

The students also have positive responses to the statement no 29. There are 6 students neutral, 14 students agree, 2 students strongly agree and none of them disagree or strongly disagree with this statement. Most of the students believe that the architecture design of the houses or buildings influence someone's privacy or on the contrary, people expressly build the building with a certain architecture only to protect their privacy.

Statement no 30:

*"The expression 'good fences make good neighbours' indicates a preference for privacy from neighbours' houses."*

For this statement, the students have unpredictable responses. There are 7 students neutral, 17 students agree and none of them strongly agree, strongly disagree or disagree with the statement no 30. According to Indonesian culture, the expression "good fences make good neighbours" is unfamiliar, but in fact the students are able to accept this concept of space. The students are more interested in some American values such as privacy which is represented in the statements.

From the result of the analysis, the data shows that most of the students are able to accept the values of American culture which is introduced by Cross Cultural Understanding (CCU) subject and they automatically build their mindset based on their new knowledge about another culture—American culture.

The student creates their own mindset from many sources, one of them is from the education. In this case, Cross Cultural Understanding (CCU) subject gives a contribution in developing the students' mindset by introducing

another culture to enrich the students' knowledge and build a better mindset. The students are guided to think globally, to choose the appropriate values of American culture to apply in their daily life, without losing their character as Indonesian people with their norms and belief.

Even though the students have a good mindset which is affected by their knowledge about American culture, there are several parts of their life which cannot be affected by any other cultures. They still have their own principle, for example, some of them cannot be compromised with the way of American people—men and women—interacted.

The students are more interested in universal values of the American concept of life, such as independence, tolerance, discipline, equality, hard work, privacy and democracy which are taught in Cross Cultural Understanding (CCU) subject. Since not all aspects of American culture can be applied to Indonesian people, Cross Cultural Understanding (CCU) subject has an important role to sort out whether it is good or not, and gives more explanation about it. In this research, the researcher finds that there are two concepts of life that can create controversy among Indonesians—in this case is the students—they are the concept of family and the concept of friendship.

Democracy and equality values are more interesting for the students to adapt in the concept of family. However, not all kinds of those values can be accepted in Indonesian society. The role of father and mother in Indonesian family is obvious. Even though both of them have their own career outside their house, the position of mother who takes care of the family and father who is financially responsible for the basic necessities of the family cannot be exchanged, because most of Indonesian people define feminism—especially for a housewife—is not the same with Americans.

Another case is about single mother without getting married. In the United States is not a big problem but in Indonesia, it is a disgrace and serious problem. It is not easy for them to accept that concept of family, especially for the conservative one.

In the concept of friendship, the cultural differences between Indonesians and Americans also can create a controversy. In this globalization era, it is not difficult for Indonesian to adapt the American way. The students as teenagers are accessible to another culture influences. 'Free culture' which is very popular in the United States will easily 'attack' them if there is no understanding or knowledge about this. Most of Indonesian still believe with norms which control their behaviour in socializing whether to older, younger, man or woman. If some of them acculturate this 'free culture' in Indonesian society, there will be a gap among them.

Therefore, Cross Cultural Understanding (CCU) subject helps the students aware to another culture—American culture—to build the understanding and helps them to take the positive things as moral values which very important to their mindset. If they have good mindset, they will have good quality of life. Good mindset also will decrease stereotype and generalization toward another culture especially American culture.

Stereotype is usually a negative statement or description when we apply one negative perception to an entire group of people. For example, if people describe Americans as pushy, aggressive, and demanding, that's a stereotype because, obviously, there are many Americans that do not fit this description. A generalization, on the other hand, is a description of a cultural trait that comes after examining a large number of people and drawing certain conclusions based on what was observed. This is the point that the students should know in learning Cross Cultural Understanding (CCU) subject.

## Conclusion and Suggestion

### Conclusion

Based on the analysis of the students' answers, the researcher describes the conclusion as follows:

1. The mean score of the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset is **116.75**, and it is qualified in the level of *high* effect. There are 4 students who are categorized in the level of *very high* effect and 20 students are categorized in *high* level, and none of the students are categorized in *moderate*, *low* and *very low* level of the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset.
2. In the concept of family, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 2 students, *high* effect toward the mindset of 7 students, *moderate* effect toward the mindset of 10 students, and *low* effect toward the mindset of 5 students.
3. In the concept of education, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 12 students, *high* effect toward the mindset of 11 students, and *moderate* effect toward the mindset of 1 student.
4. In the concept of friendship, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 2 students, *high* effect toward the mindset of 16 students, and *moderate* effect toward the mindset of 6 students.

5. In the concept of time, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 18 students, and *high* effect toward the mindset of 6 students.
6. In the concept of space, Cross Cultural Understanding (CCU) subject has *very high* effect toward the mindset of 5 students, *high* effect toward the mindset of 16 students, and *moderate* effect toward the mindset of 3 students.

### Suggestion

After finding the facts about the effect of Cross Cultural Understanding (CCU) subject toward the students' mindset, the researcher would like to propose some suggestions that may give valuable ideas for Cross Cultural Understanding (CCU) subject, they are as follows:

1. Cross Cultural Understanding (CCU) subject should be more emphasized on the cultural values—American cultural values—in order to build better mindset of the students.
2. Cross Cultural Understanding (CCU) subject should facilitate the students to speak their mind about another culture—American culture—and gives them an opportunity to discuss it.

Cross Cultural Understanding (CCU) subject should be presented in relaxed classroom, and various teaching techniques to make the students more interested in learning about culture.

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